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service to the schools of his adopted country in Cleveland and other cities and in the Bureau of Education at Washington. In his preface he states: "Having received an unmistakable warning that human strength is not inexhaustible, I hasten to complete the book, which will preach my last sermon, unadorned but full of good will to mankind."

This personal note seems necessary in beginning a criticism of this new work. Dr. Klemm has gathered together nearly fifty articles, addresses, and papers for preservation. Naturally they are of uneven merit. The topics range from comparisons of American and German schools to discussions of summer colonies, coeducation, self-government, civics, geography, the work of girls, etc.

There is an evident attempt at fairness and often that spirit is maintained for many pages, but it seems hard for the author to recognize as excellences tendencies which did not enter into his own training. His urgent and insistent opposition to women teachers and to coeducation leads him at times to trivialities. He gets well into a suggestive chapter on "English, a Dead Language?" and then becomes so interested in telling of many derivations of words that the main issue disappears. In another case opposition to certain tendencies leads to a disparaging remark about an experiment considered important by many school men; yet in an article published in this book written by J. Tews of Berlin there is a call for changes in German schools along these very lines of condemnation. We need unsparing criticism in all the fields the author enters but it would be more effective if he got more thoroughly into the meaning of the tendencies objected to. Thus the elective system with all its faults has a much deeper significance than the submission to adolescent whim and caprice which a foreign reader might gain from this work.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL
FOR TEACHERS

A Cyclopedia of Education. Edited by Paul Monroe. Volume III.
New York: Macmillan, 1912. Pp. xi+682. \$5.00.

This new volume of the *Cyclopedia of Education* maintains the same high standard of excellence attained by the first two volumes. The fields of educational history and biography continue to be well handled. Further valuable articles on the educational systems of states and countries and special articles dealing individually with colleges and universities continue to appear in this volume. The extended article on "German Education" is one of the notable contributions.

The articles dealing with the special subjects of study form a special feature of this as of the preceding volumes. Among the more important of these articles are those on "Geography," "Geology," "Geometry," "History," "Greek," "Latin," "Language" (including English language), "Grammar," and a full and interesting discussion of "Artificial Languages." In each

instance the history of the subject as a specific body of material is outlined, its present educational status is defined, and the various methods of teaching it now in vogue are described.

The student of administration will find the article on "Grading and Promotion" a real contribution as well as a useful summary. Those interested in the psychological phase will find the articles on "Habit," "Heredity," "Instinct," "Imitation," etc., of much value. Professor Dewey's discussion of various topics in the philosophy and psychology of education are especially welcome and useful; among these may be mentioned "Idealism and Realism," "Idea and Ideation," "Judgment," "Infancy," "Knowledge," "Interest," "Induction and Deduction."

This volume, as the preceding ones, contains a series of short articles dealing with methods of teaching in both its general and specific phases. As illustrative of the latter one many mention the one on the "Grube Method."

Education and the delinquent child is well treated in such articles as "Juvenile Delinquency" and "The Junior Republic." The Kindergarten in both its historical and current aspects and tendencies is fully and suggestively presented. Professor Burnham contributes in this connection a much-needed discussion of "The Hygiene of the Kindergarten," as well as other useful articles on various phases of hygiene in different parts of the volume. We should not omit to mention the article on "Industrial Education" and the one by Boas on "Growth," as having special interest and value in their respective spheres.

While, in general, a high standard of excellence is maintained there are some articles which impress the reader as being inferior on account of a certain "off-hand," sketchy method of treatment. One feels in reading them a lack of a penetrating insight into the subjects in question. Of such articles may be mentioned the ones on "Intellect," "Introspection," and "Invention." The discussion in each case is decidedly commonplace and unilluminating.

IRVING KING

UNIVERSITY OF IOWA

Government in the United States: National, State, and Local. By JAMES W. GARNER. New York: American Book Co., 1911. Pp. 416.

This textbook presents the leading facts concerning the organization and activities of national, state, and local government in the United States, placing special emphasis upon the physiology of government, i.e., upon its workings and administration. Besides the subjects common to the majority of elementary works on government, such chapters as "Suffrage and Elections," "Political Parties and Nominating Methods," "Federal Finances, Taxation, and Money," "The Regulation of Commerce," and "Citizenship" suggest a break from the beaten paths and a reading of the work shows originality in method and scope. Fifty-six pages are devoted to local government, one